

Editorial

This is the second issue of the Voices of Teachers and Teacher Educators' for the year 2025. In this issue, we have included 13 articles from a variety of institutions and covering a range of issues and contexts that reflect the breadth of work happening in the field.

Voices of Teachers and Teacher Educators were initiated to create a place where practitioners on the ground would present reflections on the work that they are doing. In this presentation they may draw on some systematic study that they have undertaken or develop arguments based on their professional experience. The purpose of this was to bring to the fore the work being done at the ground, the successes and their challenges. It was also believed that carefully crafted and thought through publication will introduce the readers to materials that will be relevant and interesting for them. This of course would be done through carefully written reviews of books which are meant to have dialogue with the teachers.

Apart from this the publication had another aim. This aim was to provide a platform for young researchers and field practitioners (both teacher educators and teachers) to present their work based on their attempt to address some of the things that they had observed, felt and were concerned about. The idea on the one hand, was to help promote research in education in the institutes of education and teacher training colleges while on the other hand, to help anyone working in education who wanted to study a phenomenon or wants to try to find a response to any situation that concerns them.

We get a lot of submissions and very often we have to reluctantly inform the authors that the work they have submitted is not suitable for this publication. We are therefore restating the purpose and the kind of work we would publish in VTTE.

We would like to have more submissions of the kind that are suitable for the purposes of this publication which was started to fill a gap in existing journals and provide a platform for practitioners. The purpose of the publication is to generate new understanding from the experiences, reflections or specifically collected data from their contexts. The understanding is that while the analysis along with the evidence need not follow a framework that addresses all aspects of research, it yet has to bring something new to the understanding of the person who is reading it and also to the person who has written the paper. Such reflections need to have a basis in the work that the author is working on and has an interest in. They must arise from genuine questions or concerns or insights that the author wants to study for himself/herself. The data collected and the analysis should present relevant insight. Given the purpose of Voices of Teachers and Teacher Educators it is expected that the work presented is not merely an exercise in mathematical and statistical analysis. It must have some educational implications not in the sense of recommendations about what to do but more in the sense of how it can help us understand the reality better. We would like to point out that there are many articles that come to us which have very little educational or conceptual content. These papers which may have large quantitative data and perhaps very complicated statistical analysis are not relevant for this publication because the audience for this is not very specialized researchers who would benefit from specific narrow studies which are in the context of some other work. In this sense, this publication should not be looked upon as simply a research journal in which any article may be considered but rather as a 'voice' that foregrounds practitioner knowledge and lived experiences. We would also like to remind our readers and potential authors that the publication is focused on preschool

and school education as well as teacher education. We do not carry articles about higher education. There are other forums where articles on higher education can be published.

Given the nature of the authors we want to encourage writing for us, the size of papers can be very varied. Ideally we would like the articles to be in the range of 3000 to 5000 words but we can carry pieces of suitable work which are even as small as 2000 words or as big as having 7000 to 8000 words. We will generally not publish articles beyond this 8000 word limit unless there is some exceptional justification for it.

The publication is bilingual and that means you could send in your work in either Hindi or English. We have a strict policy on the use of AI and for plagiarism. As authors we must remember to ensure that we do not pick up material from other work even if it is your own or quote without proper citation. Our editorial policy does not encourage authors to include long quotes from other work. The policy of the publication does not expect you to use any AI models to help you with your writing. All these points are also listed in the note to the authors intending to write. The last thing we would like to point out is that we have a rigorous process of blind review that also provides feedback to the authors in order to help them modify their work. All this takes time therefore and sometimes the gap between submission and publication can be quite long. And now let us come to the articles in this issue.

This second issue for this year 2025 includes 13 articles from a variety of authors, on diverse themes and from different kinds of contexts. The articles represent a small part of the variety of work that is presently happening in India. There are 6 papers that are related to teachers, their preparation and their insights about different aspects of education.

The first of these papers ‘An Analytical Study of Teachers’ Insights on the Integration of Ethnocultural Perspectives in Indian Education’ has been written by Vivek Kumar Rawat and M.T.V. Nagaraju. The paper is based on the study of the perceptions of secondary school teachers regarding their use of inclusive pedagogy and cultural responsiveness in order to promote ethnocultural inclusion. The study included the use of cultural symbols and communal knowledge in an educational setting of a homogeneous classroom environment.

The second paper by K. Thiyagu and Mary Vineetha Thomas is titled ‘Digital Gamified Learning in Teacher Education: Insights from Pre-service Teachers in Kasaragod District’. is based on a descriptive survey of the awareness, experiences, and perceptions of the pre-service teachers about DG.

The third paper is a study entitled ‘Strengthening Self-regulated Learning in Teacher Education: An Analysis of Policy Alignment and Curriculum Integration’ authored by Fathima Shajeena CP and K. Abdul Gafoor. This study reviews post-2005 experimental interventions on student-teacher self-regulated learning skills (Metacognition, Self-efficacy, Self-monitoring, Motivation, and Self-directed Learning) and seven core strategies (Task-analysis, Reflective practices, Self-assessment, Collaborative learning, Feedback, Planning, and Problem-solving).

The fourth paper by Tanvi Pahwa, Mohd Noor Alam, Aerum Khan and Mohd Faijullah Khan, has the title ‘Twice-Exceptionality (2e): A Perspective of Pre-Service and In-Service Special Educators’ studies the awareness of pre-service and in-service special educators about learners who have high intellectual abilities but some specific learning challenges or disabilities that calls for specialized attention in educational settings.

The fifth paper related to teachers is entitled ‘Are Tomorrow’s Teachers Ready: Assessing Prospective Teachers’ Competency in Implementing Universal Design for Learning in the Classroom’ submitted by Krishna Kumar Rajak and Pragma Gupta. The paper examines the implementation of Universal Design for Learning by prospective teachers. The study found

that prospective teachers were enthusiastic about UDL practices which emphasize hands-on practice important for diverse classrooms.

The sixth and the last paper related to teachers are about supervision and feedback during internship. The title of the paper is 'Supervision That Speaks: Understanding Feedback Practices during School Internship' and is presented by Niharika Das and Yeasmin Sultana. This study investigates the nature and frequency of interactions between supervisors and student teachers before, during, and after classroom teaching sessions. The study indicates that the effectiveness of the supervisory feedback is largely dependent on its clarity, timeliness, relevance, and the nature of the interaction between the supervisor and the student teachers.

There are five papers that are linked to the schools from different contexts that are studying different dimensions. The first paper by Paramita Mukherjee and Minara Yeasmin studies the 'Awareness of Reproductive Health among Adolescents in Schools under the CBSE Curriculum in Kolkata'. The paper tries to understand the knowledge of adolescents about their reproductive health and what the impact of reproductive health issues on their well-being is. The study finds that adolescents struggle to access trustworthy sources of information and lack adequate awareness of reproductive health.

The second paper has the title 'Factors Affecting Student Absenteeism in Rural Elementary Schools of Kalahandi District of Odisha' by Deeptimayee Sagar and Prasanta Kumar Nahak. This paper studies student absenteeism and explores factors related to it including measures taken by stakeholder in rural elementary schools of migration-prone Golamunda block in Kalahandi district.

The next paper in this area has the title 'English Medium Instruction (EMI) in Odisha Adarsha Vidyalayas (OAVs) Policies, Practices, and Promise of Quality Education'. Written by Sushil Subham Rout, the paper argues that in the districts of Mayurbhanj and Cuttack in Odisha, India English medium education rather than providing upward mobility, it frequently aggravates the pre-existing educational disparities.

The fourth paper related to school is a reflection based on his work by Mukesh Malviya. The title of the paper is 'गणित में समस्याओं से जूझने का आनंद' (The joy of engaging and struggling with problems in Mathematics)'. The author presents an analysis of the experience of exploring some number patterns and trying to find answers to questions that are new for them. The author argues that mathematics classrooms need to take 'risks' and engage with unusual problems in different ways. This would also be enjoyable for the students as well as the teacher.

The last paper in this is 'Effects of Prolonged Sitting in Schools on Musculoskeletal Health of School Children in Delhi' written by Meghna, Renu Arora and Pratima Singh. This is an interesting study that explores the effect of prolonged hours of sitting, including static posture, in school. The study finds that this puts a lot of physical stress on the muscles and ligaments and many school children experience body pain caused by some awkward postures that have to be maintained during long hours of classroom activities.

The next paper by Vivek Kumar Rawat and M.T.V. Nagaraju is about how to relate mathematics to culture and has the title 'A Study of Mathematical Patterns and Cultural Symmetry in Traditional Weaving, Beadwork, and Basketry. This paper explores the geometrical structures present as tessellations and symmetry in different crafts and the fundamental concepts like permutations, combinations, tessellations, and geometric transformations underlying them.

The last inclusion in the issue is the review of the book in hindi. The review is by Dashrath Kumar Pareek of the book The foundational ideas of Language: A collections (भाषा का बुनियादी ताना-बाना : एक संकलन). The book is an edited volume by Rajni Dwivedi and Hriday Kant Dewan. The reviewer suggests that the volume is an essential read for those thinking of working in education of young children to build an understanding of language and its process of acquisition and learning.

We look forward to your comments on the papers included in this issue and your contributions for the future issues. We have two issues in a year and try to make all the efforts to include the paper in the earliest issue but it depends on the extent to which the paper meets the requirements of Voices of Teachers and Teacher Educators. We are thankful to the contributors for their effort and their patience in responding to the reviewer comments. And of course we are extremely thankful to the reviewers who make an effort to give comments and feedback quickly and sometimes many times for one paper.